119TH CONGRESS 1ST SESSION	S.	
-------------------------------	----	--

To promote a 21st century workforce, to authorize grants to support emerging and advanced technology education, and to support training and quality employment for workers in industries most impacted by artificial intelligence.

IN THE SENATE OF THE UNITED STATES

Ms.	BLUNT ROCHESTER introduced the follo	owing bill;	which was	s read	twice
	and referred to the Committee on $_$				

A BILL

- To promote a 21st century workforce, to authorize grants to support emerging and advanced technology education, and to support training and quality employment for workers in industries most impacted by artificial intelligence.
 - 1 Be it enacted by the Senate and House of Representa-
 - 2 tives of the United States of America in Congress assembled,
 - 3 SECTION 1. SHORT TITLE.
 - 4 This Act may be cited as the "Workforce of the Fu-
 - 5 ture Act of 2025".
 - 6 SEC. 2. TABLE OF CONTENTS.
- 7 The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.

TITLE I—IMPACT OF ARTIFICIAL INTELLIGENCE ON JOBS

- Sec. 101. Sense of Congress.
- Sec. 102. Definitions.
- Sec. 103. Report on artificial intelligence.

TITLE II—EMERGING AND ADVANCED TECHNOLOGY EDUCATION AND WORKFORCE DEVELOPMENT

- Sec. 201. Findings.
- Sec. 202. Definitions.
- Sec. 203. Department of Education grants.
- Sec. 204. Department of Labor grants.
- Sec. 205. Reporting requirements.
- Sec. 206. Amendments to the Education Sciences Reform Act.

1 TITLE I—IMPACT OF ARTIFICIAL

2 INTELLIGENCE ON JOBS

- 3 SEC. 101. SENSE OF CONGRESS.
- 4 It is the sense of Congress that—
- 5 (1) while the field of artificial intelligence is
- 6 evolving quickly and has potential to disrupt jobs,
- 7 there are opportunities to prepare the American
- 8 workforce to develop and work alongside this new
- 9 technology and mitigate the potential negative con-
- sequences of job displacement; and
- 11 (2) to ensure these opportunities, it is impera-
- tive to identify the following:
- 13 (A) Data and data access necessary to
- properly analyze the impact of artificial intel-
- ligence on the United States workforce.
- 16 (B) Industries projected to be most im-
- pacted by artificial intelligence.

1	(C) Opportunities for workers and other
2	stakeholders to influence the impact of artificial
3	intelligence across industries.
4	(D) Characteristics of workers and commu-
5	nities whose career opportunities are most likely
6	to be affected by the growth of artificial intel-
7	ligence.
8	(E) The skills, expertise, and education
9	needed to develop, operate, or work alongside
10	artificial intelligence.
11	(F) Methods to ensure necessary skills, ex-
12	pertise, and education are accessible to all seg-
13	ments of the current and future workforce.
14	SEC. 102. DEFINITIONS.
14	SEC. 102. DEFINITIONS.
14 15	SEC. 102. DEFINITIONS. In this title:
14 15 16	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "ar-
14 15 16 17	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "artificial intelligence" has the meaning given the term
14 15 16 17	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "artificial intelligence" has the meaning given the term in section 5002 of the National Artificial Intelligence
14 15 16 17 18	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "artificial intelligence" has the meaning given the term in section 5002 of the National Artificial Intelligence Initiative Act of 2020 (15 U.S.C. 9401).
14 15 16 17 18 19 20	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "artificial intelligence" has the meaning given the term in section 5002 of the National Artificial Intelligence Initiative Act of 2020 (15 U.S.C. 9401). (2) COMMUNITY COLLEGE.—The term "commu-
14 15 16 17 18 19 20	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "artificial intelligence" has the meaning given the term in section 5002 of the National Artificial Intelligence Initiative Act of 2020 (15 U.S.C. 9401). (2) COMMUNITY COLLEGE.—The term "community college" has the meaning given the term "junior
14 15 16 17 18 19 20 21	SEC. 102. DEFINITIONS. In this title: (1) ARTIFICIAL INTELLIGENCE.—The term "artificial intelligence" has the meaning given the term in section 5002 of the National Artificial Intelligence Initiative Act of 2020 (15 U.S.C. 9401). (2) Community college.—The term "community college" has the meaning given the term "junior or community college" in section 312(f) of the High-

4 1 meaning given the term in section 101 of the Higher 2 Education Act of 1965 (20 U.S.C. 1001). 3 (4) LABOR ORGANIZATION.—The term "labor 4 organization" includes a labor organization as de-5 fined in section 2(5) of the National Labor Relations 6 Act (29 U.S.C. 152(5)) and an organization rep-7 resenting public sector employees. (5) LOCAL EDUCATIONAL AGENCY.—The term 8 9 "local educational agency" has the meaning given 10 the term in section 8101 of the Elementary and Sec-11 ondary Education Act of 1965 (20 U.S.C. 7801). 12 (6)MINORITY-SERVING INSTITUTION.—The 13 term "minority-serving institution" means an eligi-14 ble institution as described in section 371 of the 15 Higher Education Act of 1965 (20 U.S.C. 1067q). 16 (7) STATE EDUCATIONAL AGENCY.—The term 17 "State educational agency" has the meaning given 18 the term in section 8101 of the Elementary and Sec-19 ondary Education Act of 1965 (20 U.S.C. 7801). 20 (8) TECHNICAL COLLEGE.—The term "technical college" means a postsecondary vocational in-21 22 stitution, as that term is defined in section 102(c)

of the Higher Education Act of 1965 (20 U.S.C.

23

24

1002(c)).

1	(9) Tribal college or university.—The
2	term "Tribal College or University" has the meaning
3	given the term in section 316 of the Higher Edu-
4	cation Act of 1965 (20 U.S.C. 1059c).
5	SEC. 103. REPORT ON ARTIFICIAL INTELLIGENCE.
6	(a) In General.—
7	(1) Interim and final reports.—The Sec-
8	retary of Labor, the Secretary of Commerce, and the
9	Secretary of Education shall, jointly and in collabo-
10	ration with the individuals and entities described in
11	subsection (c), prepare and submit to the Committee
12	on Education and Workforce, the Committee on En-
13	ergy and Commerce, and the Committee on Science
14	Space, and Technology of the House of Representa-
15	tives, and the Committee on Health, Education
16	Labor, and Pensions and the Committee on Com-
17	merce, Science, and Transportation of the Senate—
18	(A) not later than 6 months after the date
19	of enactment of this Act, an interim report or
20	artificial intelligence and its impact on the
21	workforce of the United States, which shall in-
22	clude the information and recommendations
23	listed in subsection (b);
24	(B) not later than 1 year after the date of
25	enactment of this Act, a final report on artifi-

1	cial intelligence and its impact on the workforce
2	of the United States, which shall include the in-
3	formation and recommendations listed in sub-
4	section (b); and
5	(C) not later than 3 years after the final
6	report described in subparagraph (B) is sub-
7	mitted, an updated report reassessing the infor-
8	mation and recommendations listed in sub-
9	section (b).
10	(2) Memorandum of understanding.—The
11	Secretary of Labor may enter into a memorandum
12	of understanding with the Secretary of Commerce
13	and the Secretary of Education to establish proce-
14	dures for the preparation and submission of the in-
15	terim and final reports described in paragraph (1).
16	(b) REQUIRED INFORMATION.—Each report sub-
17	mitted under subsection (a) shall include the following:
18	(1) An identification of the specific data relat-
19	ing to the workforce, and the availability of such
20	data, necessary to properly analyze the impact and
21	growth of artificial intelligence on the workforce of
22	the United States and outline how much of this data
23	is privately owned, and the effectiveness of Federal,
24	State, or industry efforts (including public-private
25	partnerships) to make privately owned data on the

7 1 workforce of the United States available for Federal 2 research purposes. 3 (2) Identification of industries and occupations 4 projected to have the most growth in artificial intel-5 ligence use, the extent to which the technology is 6 likely to result in the enhancement of workers' capa-7 bilities or their displacement, and level of education 8 currently consistent with industries and occupations 9 identified. 10 (3) Analysis of how growth in artificial intel-11 ligence use will impact job quality in the industries 12 and occupations identified in paragraph (2). 13 (4) Identification of opportunities for workers, 14 educators, institutions of higher education, Con-15 gress, labor organizations, or other relevant stake-16 holders to influence the impact of artificial intel-17 ligence on workers across various industries. 18 (5) Analysis of how educational entities, work-19 force development organizations, and labor organiza-20 tions can collaborate to advance new opportunities 21 for education and workforce development to support 22 an artificial intelligence-enabled economy and work-23 force.

(6) Analysis of which demographics (including ethnic, race, gender, economic, age, disability status,

24

25

AEG25674 PL4 S.L.C.

and regional) currently stand to experience expanded career opportunities, and which demographics currently appear most vulnerable to career displacement, due to artificial intelligence.

- (7) Analysis of the skills, expertise, and education in emerging and advanced technology needed to develop, operate, or work alongside artificial intelligence over the next decades, as compared to the levels of such comparable expertise and education among the workforce as of the date of enactment of this Act, with a differentiation between core competencies required across the entire workforce and competencies required within the industries and occupations identified in paragraph (2).
- (8) Identification of methods by which necessary skills, expertise, and education can be effectively delivered to various segments of the United States workforce, including promising efforts underway as of the time of the report that can be expanded.
- (9) Identification of industry leaders, institutions of higher education, and labor organizations at the forefront of research and application of artificial intelligence in the industries and occupations identified in paragraph (2).

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

AEG25674 PL4 S.L.C.

(10) Identification of the resources and opportunities required for labor organizations and institutions of higher education, including community colleges, technical colleges, minority-serving institutions (including Tribal Colleges and Universities), and institutions of higher education serving rural areas, to deliver skills, expertise, and education identified in paragraph (7). (11) Identification of the demographic characteristics and educational background (including level of education) of the individuals who deliver skills, expertise, and education to students at the institutions described in paragraph (10). (12) Recommendations to support enhanced workforce development and prepare future workforce members for the artificial intelligence economy, and any other relevant observations or recommendations within the field of emerging and advanced technology, which shall include recommendations on— (A) methods to expand public access to privately-owned workforce data and government-owned workforce data, for the purpose of researching the effect of emerging technologies on the United States workforce;

1	(B) policy, regulatory, or programmatic
2	options for stakeholders (workers, educators, in-
3	stitutions of higher education, Congress, labor
4	organizations, or other relevant stakeholders) to
5	effectively enhance educational and workforce
6	development opportunities, including mitigating
7	perceived negative impacts of artificial intel-
8	ligence on segments of the United States work-
9	force;
10	(C) recommendations to employers on best
11	practices to engage workers and representatives
12	of workers, including labor organizations, in de-
13	cision-making on the integration of artificial in-
14	telligence into the workplace;
15	(D) methods to upskill or mitigate earn-
16	ings or income losses to demographic groups
17	identified in paragraph (6) as most vulnerable
18	to career displacement, due to artificial intel-
19	ligence;
20	(E) methods to encourage low cost, open
21	source sharing of industry valued credentials
22	certifying the types of skills, expertise, and edu-
23	cation identified in paragraph (7);
24	(F) methods to ensure core skills and com-
25	petencies identified in paragraph (7) can be

1	evaluated, updated, and made public by relevant
2	stakeholders as needed, given rapid develop-
3	ments in the field of artificial intelligence;
4	(G) methods to ensure community colleges,
5	technical colleges, minority-serving institutions
6	(including Tribal Colleges and Universities),
7	and institutions of higher education serving
8	rural areas receive resources and opportunities
9	identified in paragraph (10);
10	(H) methods to promote knowledge sharing
11	and capacity building between industry leaders,
12	labor organizations, and institutions identified
13	in paragraph (9) and community colleges, tech-
14	nical colleges, minority-serving institutions (in-
15	cluding Tribal Colleges and Universities), and
16	rural institutions of higher education; and
17	(I) other methods to ensure that the skills,
18	expertise, and education needed to develop, op-
19	erate, or work alongside artificial intelligence
20	are delivered to vulnerable demographic groups
21	identified in paragraph (6), rural workers, and
22	other historically underserved segments of the
23	United States workforce (including workers
24	with disabilities).

1 (c) Collaboration.—In preparing the report under subsection (a), the Secretary of Labor, the Secretary of 2 3 Commerce, and the Secretary of Education shall collaborate, through a series of public meetings, roundtables or 4 5 other methods, with— 6 (1) local educational agencies, State educational 7 agencies, State agencies with responsibility for the 8 administration of a core program (as defined in sec-9 tion 3 of the Workforce Innovation and Opportunity 10 Act (29 U.S.C. 3102)), institutions of higher edu-11 cation (including community colleges, technical col-12 leges, minority-serving institutions (including Tribal 13 Colleges and Universities), and institutions of higher 14 education serving rural areas), labor organizations, workforce-training organizations, National Labora-15 16 tories, and teacher and educator preparation pro-17 grams; 18 (2) a broad range of industrial stakeholders in 19 the technology, manufacturing, employment, human 20 resources, and service sectors, including companies 21 (large and small), think tanks, organized labor, and 22 industry organizations; 23 (3) the National Academies of Sciences, Engi-24 neering, and Medicine, including by sharing relevant 25 information obtained as a result of the study con-

1	January January Edot (Call National Assertion
1	ducted under section 5105 of the National Artificial
2	Intelligence Initiative Act of 2020 (Public Law 116-
3	283; 134 Stat. 4530); and
4	(4) the Director of the National Science Foun-
5	dation, the Director of the White House Office of
6	Science and Technology Policy, the Director of the
7	National Artificial Intelligence Initiative Office, the
8	National Cyber Director, and the heads of any other
9	Federal agency the Secretary of Labor, the Sec-
10	retary of Commerce, and the Secretary of Education
11	determine appropriate.
12	TITLE II—EMERGING AND AD-
13	VANCED TECHNOLOGY EDU-
14	CATION AND WORKFORCE DE-
15	VELOPMENT
16	SEC. 201. FINDINGS.
17	Congress finds the following:
18	(1) Emerging and advanced technologies are
19	transforming industry, creating new fields of com-
20	merce, driving innovation, and bolstering produc-
21	tivity. Emerging and advanced technology and infor-
22	mation occupations are projected to grow by
23	377,500 jobs per year on average between 2022 and
24	2032, much faster than the average for all other oc-
25	cupations.

AEG25674 PL4 S.L.C.

(2) As of 2024, more than 400,000 computing and technology jobs remain unfilled in the United States. These unfilled jobs present a significant opportunity for individuals to advance in the 21st-century economy. It is projected that there will be 660,000 new jobs in the technology and computing sector by 2032. However, the availability of emerging and advanced technology education at the time of enactment of this Act does not equitably provide all students in the United States with the tools to fill these technology sector jobs.

- (3) Given the rapidly increasing interest and deployment of artificial intelligence and other new technologies in the workplace, knowledge of, and the skills to use, emerging and advanced technology is increasingly essential for all individuals, not just those working or planning to work in the technology sector.
- (4) Providing students with emerging and advanced technology education in elementary school and secondary school is critical for student success, and strengthening the workforce of a 21st century economy.
- (5) While an estimated 90 percent of parents want technology, such as computer science, taught

in their children's schools, just 44 percent of all middle schools and 57.5 percent of secondary schools offer high-quality technology instruction that includes programming and coding.

(6) Lack of universal emerging and advanced technology education is evident in the lack of a wide-spread tech industry, which is overwhelmingly concentrated in a few cities nationwide. Emerging and advanced technology education is limited to affluent schools and students, placing low-income, minority, and rural communities at risk of being left behind.

12 SEC. 202. DEFINITIONS.

In this title:

(1) Computational thinking" means the wide range of creative processes that go into formulating problems and their solutions in such a way that the solutions can be carried out by a computer, and may involve some understanding of software and hardware design, logic and the use of abstraction and representation, algorithm design, algorithm expression, problem decomposition, modularity, programming paradigms and languages, issues of information security and privacy, the application of computation across a

I	wide range of disciplines, and the societal impact of
2	computing.
3	(2) ELIGIBLE ENTITY.—The term "eligible enti-
4	ty'' means—
5	(A) a State educational agency, as defined
6	in section 8101 of the Elementary and Sec-
7	ondary Education Act of 1965 (20 U.S.C
8	7801);
9	(B) a local educational agency, as defined
10	in section 8101 of the Elementary and Sec-
11	ondary Education Act of 1965 (20 U.S.C
12	7801);
13	(C) an eligible Tribal school;
14	(D) a community college, which shall have
15	the meaning given the term "junior or commu-
16	nity college" in section 312(f) of the Higher
17	Education Act of 1965 (20 U.S.C. 1058(f));
18	(E) a technical college or postsecondary vo-
19	cational institution, as that term is defined in
20	section 102(c) of the Higher Education Act or
21	1965 (20 U.S.C. 1002(c));
22	(F) a labor organization (as defined in sec
23	tion 102);
24	(G) a State agency with responsibility for
25	a workforce development program, as defined in

1	section 3 of the Workforce Innovation and Op-
2	portunity Act (29 U.S.C. 3102); or
3	(H) an institution of higher education.
4	(3) ELIGIBLE TRIBAL SCHOOL.—The term "eli-
5	gible Tribal school" means—
6	(A) a school operated by the Bureau of In-
7	dian Education;
8	(B) a school operated pursuant to the In-
9	dian Self-Determination and Education Assist-
10	ance Act (25 U.S.C. 5301 et seq.); or
11	(C) a tribally controlled school (as defined
12	in section 5212 of the Tribally Controlled
13	Schools Act of 1988 (25 U.S.C. 2511)).
14	(4) Emerging and advanced technology
15	EDUCATION.—The term "emerging and advanced
16	technology education" includes education in any of
17	the following: computational thinking; software de-
18	sign; hardware architecture and organization; theo-
19	retical foundations; use of abstraction and represen-
20	tation in problem solving; logic; algorithm design
21	and implementation; the limits of computation; pro-
22	gramming paradigms and languages; parallel and
23	distributed computing; information security and pri-
24	vacy; computing systems and networks; graphics and
25	visualization; databases and information retrieval;

1 the relationship between computing and mathe-2 matics; artificial intelligence; quantum computing; 3 applications of computing across a broad range of disciplines and problems; cloud computing; and the 4 5 social impacts and professional practices of com-6 puting. 7 (5) Institution of higher education.—The 8 term "institution of higher education" has the 9 meaning given the term in section 101 of the Higher 10 Education Act of 1965 (20 U.S.C. 1001). 11 (6)MINORITY-SERVING INSTITUTION.—The 12 term "minority-serving institution" means an eligi-13 ble institution as described in section 371 of the 14 Higher Education Act of 1965 (20 U.S.C. 1067q). 15 (7) POVERTY LINE.—The term "poverty line" 16 has the meaning given the term in section 8101 of 17 the Elementary and Secondary Education Act of 18 1965 (20 U.S.C. 7801). 19 (8) Programming.—The term "programming" 20 means a hands-on, inquiry-based way in which com-21 putational thinking may be learned. (9) Secretary.—The term "Secretary" means 22 23 the Secretary of Education. (10) STEAM.—The term "STEAM" means the 24 25 subjects of science, technology, engineering, arts,

1	and mathematics, including emerging and advanced
2	technology.
3	SEC. 203. DEPARTMENT OF EDUCATION GRANTS.
4	(a) Authorization of Grants.—
5	(1) In general.—The Secretary shall award
6	grants to eligible entities to support the expansion of
7	emerging and advanced technology education. From
8	the amounts appropriated under subsection (g),
9	after reserving amounts under subsection (e), the
10	Secretary shall—
11	(A) reserve 50 percent of the remaining
12	funds to award grants to eligible entities that
13	propose to use grant funds in accordance with
14	subsection (e); and
15	(B) reserve 50 percent of the remaining
16	funds to award grants to eligible entities that
17	propose to use grant funds in accordance with
18	subsection (d).
19	(2) Consortia.—An eligible entity may apply
20	for a grant under this section as part of a consor-
21	tium of one or more eligible entities.
22	(3) Duration.—Grants awarded under this
23	section shall be for a period of not less than 3 years
24	and not more than 5 years.

1	(4) CONSIDERATIONS.—In awarding grants
2	under this section, the Secretary shall consider—
3	(A) the information and recommendations
4	included in the reports prepared under section
5	103; and
6	(B) structural and other barriers facing
7	specific demographic groups, as informed by the
8	reports prepared under section 103.
9	(5) Multiple awards.—
10	(A) In general.—Except as provided in
11	subparagraph (B), an eligible entity may receive
12	only 1 grant award under this section.
13	(B) Part of Consortia.—
14	(i) In general.—An eligible entity
15	may receive more than 1 grant award
16	under this section if the eligible entity is
17	part of consortia that receive the grant
18	awards.
19	(ii) Lead fiscal agent.—An eligible
20	entity that receives more than 1 grant
21	award under this section as part of con-
22	sortia, may be the lead fiscal agent only on
23	1 grant award under this section.
24	(b) Application Requirements.—

1	(1) In general.—An eligible entity that de-
2	sires a grant under this section shall submit an ap-
3	plication to the Secretary at such time, in such man-
4	ner, and containing such information as the Sec-
5	retary may require.
6	(2) Plan.—An eligible entity that proposes to
7	use grant funds in accordance with subsection (c)
8	shall include in the application under paragraph (1),
9	at a minimum, plans for the following:
10	(A) Every high school student served by
11	the eligible entity to have access to emerging
12	and advanced technology education not later
13	than 5 years after receipt of grant funds.
14	(B) All students served by the eligible enti-
15	ty to have access to a progression of emerging
16	and advanced technology education from pre-
17	kindergarten through the middle grades (as de-
18	fined in section 8101 of the Elementary and
19	Secondary Education Act of 1965 (20 U.S.C.
20	7801)) that prepares students for high school
21	emerging and advanced technology education.
22	(C) Expansion of overall access to rigorous
23	(as defined by the Secretary) STEAM classes,
24	utilizing emerging and advanced technology as
25	a catalyst for increased interest in STEAM

1	more broadly, and reducing the enrollment and
2	academic achievement gap for underrepresented
3	groups, such as minorities, girls, and youth
4	from families living at, or below, the poverty
5	line.
6	(D) Continuous monitoring and evaluation
7	of project activities.
8	(E) Effectively sustaining project activities
9	after the grant period ends, and the length of
10	time which the applicant plans to sustain the
11	project activities.
12	(F) Disclosure of how the eligible entity
13	will engage with industry to inform the project
14	activities, and with which entities from industry
15	they will engage.
16	(G) Leveraging of permissible activities de-
17	scribed in subsection $(c)(2)$, if relevant to sup-
18	port and enhance program activities.
19	(e) Grant Funds for Emerging and Advanced
20	TECHNOLOGY EDUCATION.—
21	(1) REQUIRED ACTIVITIES.—An eligible entity
22	that receives a grant under subsection $(a)(1)(A)$
23	shall use the grant funds for each of the following
24	activities:

1	(A) Training teachers to teach emerging
2	and advanced technology, including providing
3	professional development opportunities.
4	(B) Expanding access to high-quality
5	learning materials and online learning options,
6	including equipment and other related tech-
7	nologies and access to broadband Internet that
8	are necessary to fully perform in the area of
9	emerging and advanced technologies.
10	(C) Creating plans for expanding overall
11	access to rigorous STEAM classes, utilizing
12	emerging and advanced technology as a catalyst
13	for increased interest in STEAM more broadly,
14	and reducing course equity gaps for all stu-
15	dents, including underrepresented groups, such
16	as minorities, girls, and youth from low-income
17	families.
18	(D) Ensuring additional support and re-
19	sources, which may include mentoring for stu-
20	dents traditionally underrepresented in STEAM
21	fields.
22	(E) Ongoing industry engagement to re-
23	ceive feedback on curricula and the emerging
24	skills needed of artificial intelligence-related
25	jobs.

1	(2) Permissible activities.—An eligible enti-
2	ty that receives a grant under subsection $(a)(1)(A)$
3	may use the grant funds for 1 or more of the fol-
4	lowing activities:
5	(A) Building effective regional collabora-
6	tions with industry, nonprofit organizations,
7	State boards and local boards (as such terms
8	are defined in section 3 of the Workforce Inno-
9	vation and Opportunity Act (29 U.S.C. 3102)),
10	institutions of higher education (including com-
11	munity colleges, technical colleges, and minor-
12	ity-serving institutions), and out-of-school pro-
13	viders.
14	(B) Recruiting and hiring instructional
15	personnel as needed, including teachers and
16	paraeducators (which shall have the meaning
17	given the term "paraprofessional" in section
18	8101 of the Elementary and Secondary Edu-
19	cation Act of 1965 (20 U.S.C. 7801)), including
20	through support for the workforce development
21	system (as defined in section 3 of the Work-
22	force Innovation and Opportunity Act (29
23	U.S.C. 3102)) in the State.
24	(C) Preparations for effectively sustaining
25	project activities after the grant period ends.

1	(D) Disseminating information about effec-
2	tive practices.
3	(3) Limitation.—Not more than 15 percent of
4	a grant awarded under subsection $(a)(1)(A)$ may be
5	used to purchase equipment.
6	(d) Grant Funds for Emerging and Advanced
7	TECHNOLOGY TEACHER DEVELOPMENT AND RECRUIT-
8	MENT.—
9	(1) In general.—An eligible entity that re-
10	ceives a grant under subsection $(a)(1)(B)$ shall use
11	the grant funds for emerging and advanced tech-
12	nology teacher development and recruitment, which
13	may include professional development opportunities,
14	loan repayment, or tuition reimbursement for service
15	as an emerging and advanced technology teacher, or
16	any other program designed to develop and recruit
17	emerging and advanced technology teachers.
18	(2) Fulfilling obligation.—If an eligible
19	entity that receives a grant under subsection
20	(a)(1)(B) uses the grant funds to implement a loan
21	repayment program or program for tuition reim-
22	bursement for service as an emerging and advanced
23	technology teacher, the eligible entity shall fulfill any
24	loan repayment or tuition reimbursement obligation
25	made to a teacher in exchange for service.

- 1 (e) National Activities.—The Secretary may re-
- 2 serve not more than 2.5 percent of funds available for
- 3 grants under this section for national activities, including
- 4 technical assistance, evaluation, and dissemination.
- 5 (f) EVALUATIONS.—In carrying out this section, the
- 6 Secretary shall authorize third-party evaluations of grants
- 7 awarded under this section to help build an evidence base
- 8 of effective programs that advance a 21st century artificial
- 9 intelligence workforce. Such evaluations shall assess the
- 10 scalability of activities funded by such grants to support
- 11 the 21st century artificial intelligence workforce.
- 12 (g) AUTHORIZATION OF APPROPRIATIONS.—There is
- 13 authorized to be appropriated to carry out this section
- 14 \$160,000,000 for fiscal year 2026.
- 15 SEC. 204. DEPARTMENT OF LABOR GRANTS.
- 16 (a) Grants Authorized.—
- 17 (1) IN GENERAL.—The Secretary of Labor shall
- award grants to eligible entities to support workforce
- training for workers most impacted by artificial in-
- telligence. From the amounts appropriated under
- subsection (f), after reserving amounts under sub-
- section (d), the Secretary of Labor shall award
- 23 grants as described in subsection (b).

1	(2) Consortia.—An eligible entity may apply
2	for a grant under this section as part of a consor-
3	tium of eligible entities.
4	(3) Duration.—Grants awarded under this
5	section shall be for a period of not less than 3 years
6	and not more than 5 years.
7	(4) Considerations.—In awarding grants
8	under this section, the Secretary of Labor shall con-
9	sider—
10	(A) the information and recommendations
11	included in the reports prepared under section
12	103; and
13	(B) structural and other barriers facing
14	specific demographic groups, as informed by the
15	reports prepared under section 103.
16	(5) Priority.—In awarding grants under this
17	section, the Secretary of Labor shall give priority to
18	eligible entities that are labor organizations rep-
19	resenting workers in industries or occupations iden-
20	tified in the report under section 103(b)(2), or con-
21	sortia of eligible entities that include such a labor
22	organization.
23	(b) Grant Funds To Serve Individuals Seri-
24	OUSLY AFFECTED BY AI.—

1	(1) TARGET POPULATION.—An eligible entity
2	that receives a grant under this section shall use the
3	grant funds to serve individuals who have a high
4	school diploma or its recognized equivalent and—
5	(A) are employed in an industry or occupa-
6	tion projected, pursuant to the report under
7	section 103(b)(2), to have the most growth in
8	artificial intelligence use, which is likely to sig-
9	nificantly impact the job opportunities or wages
10	of workers; or
11	(B) not earlier than 1 year prior to the
12	date of enactment of this Act, involuntarily sep-
13	arated from an industry or occupation pro-
14	jected, pursuant to the report under section
15	103(b)(2), to have the most growth in artificial
16	intelligence use, and are eligible for unemploy-
17	ment insurance.
18	(2) Activities.—In serving the target popu-
19	lation described in paragraph (1), an eligible entity
20	that receives a grant under this section shall use the
21	grant funds for 1 or more of the following purposes:
22	(A) Providing training to such individuals,
23	including skill certifications, or by supporting
24	other programs that directly enable such indi-
25	viduals to enter high-skill, high-wage jobs in in-

1	demand sectors, including emerging and ad-
2	vanced technology sectors.
3	(B) Providing training to such individuals,
4	including continuing education certificates or
5	programs aiming—
6	(i) to update workers' skills related to
7	advanced and emerging technology; and
8	(ii) to support maintaining or advanc-
9	ing in high-skill, high-wage jobs in in-de-
10	mand sectors, including emerging and ad-
11	vanced technology sectors.
12	(c) Application Requirements.—An eligible enti-
13	ty that desires a grant under this section shall submit an
14	application to the Secretary of Labor at such time, in such
15	manner, and containing such information and assurances
16	as the Secretary of Labor may require, including, at a
17	minimum each of the following:
18	(1) A detailed description of project activities
19	that will be carried out using grant funds, how such
20	activities will serve the target population described
21	in subsection (b)(1), and how such programs will
22	support the growth of the 21st century workforce.
23	(2) A detailed description of how the eligible en-
24	tity will engage workers and utilize input from work-
25	ers in the design of project activities.

1	(3) A detailed description of how job quality
2	and wage considerations, alongside skill develop-
3	ment, have informed project activities.
4	(4) A plan for continuous monitoring and eval-
5	uation of project activities.
6	(5) A plan for effectively sustaining project ac-
7	tivities after the grant period ends, and the length
8	of time which the applicant plans to sustain the
9	project activities.
10	(6) An assurance to provide performance data,
11	as described in subclause (I) through (VI) of section
12	116(b)(2)(A)(i) of the Workforce Innovation and
13	Opportunity Act (29 U.S.C. 3141(b)(2)(A)(i)).
14	(d) NATIONAL ACTIVITIES.—The Secretary of Labor
15	may reserve not more than 2.5 percent of funds available
16	for grants under this section for national activities, includ-
17	ing technical assistance, evaluation, and dissemination.
18	(e) EVALUATIONS.—
19	(1) In general.—In carrying out this section,
20	the Secretary of Labor shall authorize third-party
21	evaluations of grants awarded under this section to
22	help build an evidence base of programs that ad-
23	vance a 21st century workforce.

1	(2) Scalability; worker engagement.—The
2	evaluations described in paragraph (1) shall as-
3	sess—
4	(A) the scalability of activities funded by
5	the grants; and
6	(B) the effectiveness of worker engagement
7	in the design of project activities in improving
8	training relevance, completion rates, and em-
9	ployment outcomes for the target population.
10	(f) AUTHORIZATION OF APPROPRIATIONS.—There is
11	authorized to be appropriated to carry out this section
12	\$90,000,000 for fiscal year 2026.
13	SEC. 205. REPORTING REQUIREMENTS.
14	(a) Grantee Reports.—Each eligible entity—
15	(1) that receives a grant under section 203
16	shall submit to the Secretary a report, not less than
17	twice a year during the grant period, on the use of
18	grant funds that shall include data on the numbers
19	of individuals served through activities funded under
20	such section, disaggregated by race (for Asian and
21	Native Hawaiian or Pacific Islander individuals
22	using the same race response categories as the de-
23	cennial census of the population), ethnicity, gender,
24	and eligibility to participate in the school lunch pro-
25	gram established under the Richard B. Russell Na-

1 tional School Lunch Act (42 U.S.C. 1751 et seq.); 2 and 3 (2) that receives a grant under section 204 4 shall submit to the Secretary of Labor a report, not 5 less than twice a year during the grant period, on 6 the use of grant funds that shall include data on the 7 numbers of individuals served through activities 8 funded under such section, disaggregated by race 9 (for Asian and Native Hawaiian or Pacific Islander 10 individuals using the same race response categories 11 as the decennial census of the population), ethnicity, 12 and gender. 13 (b) Report by the Secretary.—Not later than 5 vears after the first grant is awarded under this title, the 14 15 Secretary and the Secretary of Labor shall submit to Congress a report based on the analysis of reports received 16 17 under subsection (a) with a recommendation on how to 18 expand the programs under this title. 19 SEC. 206. AMENDMENTS TO THE EDUCATION SCIENCES RE-20 FORM ACT. 21 Section 153(a)(1) of the Education Sciences Reform 22 Act of 2002 (20 U.S.C. 9543(a)(1)) is amended— 23 (1) in subparagraph (N), by striking "and" 24 after the semicolon;

1	(2) in subparagraph (O), by inserting "and"
2	after the semicolon; and
3	(3) by adding at the end the following:
4	"(P) the existence of emerging and ad-
5	vanced technology education (as defined in sec-
6	tion 202 of the Workforce of the Future Act of
7	2025) in elementary schools and secondary
8	schools, and the degree of competency in emerg-
9	ing and advanced technology fields among such
10	students;".